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AUTHOR	Ristau, Robert A.
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ABSTRACT

The paper discusses the need for career development programs for junior high school students and looks at career education modeling. There appears to be some consensus that the self-concept theory should give direction to career education planning. An interesting characteristic of the career education movement is the multiplicity of models which have been developed. Two models are specifically examined: (1) the national school-based Comprehensive Career Education Model, which provides a matrix linking 8 themes and 13 grades, and (2) the Wisconsin Model, which provides a scope-and-sequence chart for 16 basic concepts. The transitional years of the junior high educational level provide some unique opportunities to relate to the career development of youth. With a focus on the student as an individual and based on sound career development theory, programs of career exploration can meet a significant need. Career awareness and exploration are closely intertwined and continue throughout life. Occupational clusters and career objectives developed in both models are further discussed. The paper concludes that although career exploration may appropriately be emphasized as a program activity for junior high students, other aspects of career education must also be treated. (Author/MF)

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CAREER EDUCATION AT THE JUNIOR HIGH EDUCATIONAL LEVEL--
A TIME FOR CAREER EXPLORATION PLUS

By Robert A. Ristau

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The Need

The career development of youth is a process which is continuous, complex, and in need of attention by concerned educators. To be concerned with career development is to be concerned with self-concept, the "work-success ethic," human values, and interpersonal relationships as well as job information, career patterns, and career planning.

The junior high school years are prominent among the critical years which span the career development process. These years provide a unique opportunity for students to gain important insights into work as a vocational maturity develops. It is appropriate, perhaps even crucial, that vocational and general educators along with counselors focus attention on this segment of emerging developments in career education. We are perhaps rightly accused of too often doing too little too late. (26)

Programs of career development which attempt to relate to the needs of emerging adolescents of junior high school age are the focus of this paper. We must be concerned with activities in career exploration plus those which support and enhance the total career development process.

Transitional Years

The junior high school is perhaps best conceptualized as a transitional institution. It is one which ought to provide for its clientele opportunities to adjust to a new learning climate. The self-contained classroom of the elementary school with its unique learning climate created by a single teacher gives way to a more complex approach to education. A variety of classrooms and laboratories, specialized teaching staffs, and departmentalized subject areas typically await the junior high school student.

The junior high school in terms of its organizational structure most commonly includes grades seven, eight, and nine. As an individual, the student served is perhaps in one of his or her most unique stages of personal and social development. Many of us who have taught and

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Dr. Ristau is the Associate Director of the Center for Studies In Vocational and Technical Education, The University of Wisconsin-Madison. This paper was presented to the Fifth Annual Research Conference of the National Association of Business Teacher Educatiors, held in Chicago, Illinois, February 21, 1973.

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worked with these emerging adolescents find them to be somewhat puzzling and perplexing on one hand yet vibrant and exciting to work with on the other. The characteristics of youth of this age which stand out in my mind include their great desire to be accepted by their peer groups and their tendency to be filled with curiosity and boundless energy. Programs designed to appeal to these youth should be varied in nature and uniquely designed to meet their needs. (8, 16)

The Middle School Concept

The middle school is an emerging institution in our nation's educational system which has come on the scene over the past decade. Coming in largely as an alternative to the junior high school, suggesting perhaps that the junior high school has failed to effectively serve the emerging adolescent, it emphasizes programs which are specially designed for youth of this age and which meet their unique needs.

The middle school concept holds some important implications for us in terms of this discussion. Important among the basic thrusts of the middle school movement is the conviction that the "miniature high school" image fostered in junior high schools of the past be negated. Attempts to bring down to the student of this age junior versions of the high school program are seriously challenged. As an institution, it generally incorporates grades five through eight. In terms of its program, it emphasizes flexibility in its approach to teaching and learning. It focusses on the unique needs of the individual as a person as well as individuals as a group. The institution serves the student. The juxtaposition of the institution relative to the high school is minimized.

The Student

Students served by the typical junior high school grades of seven, eight, and nine will be the frame of reference for this discussion. Programs described and related to will not be restricted to those in institutions labelled "junior high school" but will include those that might be taught in any institution which addresses the needs of such students. We must be concerned primarily with the characteristics of the student.

Whatever the grade level or institution involved, there are important individual characteristics to be considered. Students of this age should be seen and treated as individuals who have identifiable and unique needs. In addressing guidelines for planning career development programs, Juliet Miller describes four characteristics of junior high school students. She includes the following important points:

1. Students are moving from the general skill acquisition of the elementary school toward the more specific preparation for adult life. Experiences should be broadening and exploratory in nature and should expand the horizon of the individual.

2. Students are in a period of rapid change with considerable variance in the developmental level of individuals within the total group. A variety of methods are needed to accommodate the range of individual differences.

3. Students are beginning to develop abstract, verbal skills. But students also continue to have a real need for concrete, action-oriented activities, especially in the lower junior high school grades.

4. Students experience intense feelings associated with their rapid growth and change. The need to express and explore these feelings can be met in part through educational programs planned with their needs in mind. (19)

The emerging adolescent can be described as one who is searching for identity, feels a strong desire for belonging and acceptance especially in terms of peer-group relationships, and is beginning to identify with adult roles. Developmental tasks associated with this age group speak to the development of and movement toward a vocational maturity.

Career Development Theory

Career development theory appropriately undergirds much of our discussion. Although research in career development theory can be criticized as often relating to atypical groups and not relating to the needs of ethnic groups or even average middle class students, there is emerging a new sense of direction with important implications for career education. (14)

Samuel Osipow, in speaking to the 1972 annual conference for administrators called by the State Superintendent of Public Instruction in Wisconsin, described a maturing of career development theories. Although discrepancies and differences among theories were acknowledged by Dr. Osipow, he saw career development theory and the career education movement as being brought together at a fortuitous juncture in the history of education. (24)

There appears to be some consensus that in spite of differences which exist among the findings and approaches of various career development theorists the self-concept theory is the one that should give us direction in our career education programming. Moving away from the once popular trait-factor theory, which suggested career choice as a point-in-time act and one which was largely irreversible, career development is now viewed as a life-time process of growth and development. The role of the school as well as the influence of parents and others in the career development and the career selection process is recognized. Needs of youth for job information and real work-world experience require an approach that unifies the efforts of counselors, educators, and others in moving toward the common goal of serving youth in terms of their career development needs. (14, 16)

The USOE Model

An interesting characteristic of the career education movement is the plethora of models, many of which are graphically protrayed. An anlysis of the various attempts to define career education and translate definitions and concepts into educational programs reveals some reassuring congruencies.

It seems appropriate to examine the model promoted by officials of the United States Office of Education (USOE). Sometimes referred to as the inverted pyramid model or career education cone, it gives recognition to certain grade levels as lending themselves particularly well to certain aspects of career education. (27) These aspects are identified as follows:

grades K through 6, awareness and orientation;
grades 7 through 9, exploration and planning;
grades 10 through 12, basic levels of job preparation;
grades 13 and on, advanced levels of specialized job preparation;

Basic to the concern of those who promote career education, and reflected in this model, is the plight of the early school leaver. Based on various statistics which indicate that 2.5 million young people annually leave the public school systems of the United States without adequate preparation for a job, attention is focussed on the basic need to be met. Coupled with the evidence that although only 20% of the jobs in the labor market of the next decade will require a baccalaureate degree is the evidence that most jobs will continue to require more education and more skills for successful entry. (1, 31) The mandate for education seems to be clear: education at all levels must be made more relevant in terms of relating to the needs which our young people have to explore, plan, and prepare for a rewarding occupation and career life.

Students who choose an early exit from school in grades 7, 8, or 9 will face special problems in the labor market. The solution to many of these problems lies beyond the purview of the school. In addition to programs which provide for career exploration, however, These students should be given help in terms of developing very basic skills required for success in entry level jobs. The concern for the student who terminates or interrupts his education at this point in the educational milieu must extend beyond the walls of the educational institution itself.

The Function of Models

The models in their graphic portrayal tend to establish an input-output relationship which should speak to educational planners. The need for a coordinated career education program plan is evident. The uniqueness of an activity at any particular level of education should be seen in relation to the total process. The student who emerges from an articulated program of career awareness and career exploration should be served at the high school level with programs that are fully cognizant of the preceding developments. Subsequent activities should be based in part on the outcomes of preceding activities.

The model developed for the State of Wisconsin (5) and the matrix developed for the national school-based career education model, the Comprehensive Career Education Model (CCEM) (3), demonstrate a desired articulated approach to career education. The Wisconsin model provides a scope-and-sequence chart for 16 basic concepts. The CCEM provides a matrix which links 8 themes and 13 grades.

One of the primary deficiencies of the depicted models is the tendency to suggest that there are absolute and discreet levels of career education activity. For instance, an examination of the USOE model tends to suggest to some viewers that awareness begins at kindergarten and ends at grade six. One might assume from such an examination that exploration suddenly begins at grade seven and ends at grade nine. In reality, of course, career awareness and exploration are closely intertwined and continue throughout life. Awareness of occupations and careers continue on as a function of the life-long career development process. Exploration activities, both formal and informal, should continue as part of one's experiences throughout the entire educational process. (8, 25)

The Wisconsin Model

The Wisconsin model identifies three components of self, world of work, planning and preparation as major curricular emphases. An emerging vocational self-identity results from the articulated treatment of sixteen major concepts which are identified and expanded in the guide. These sixteen concepts are presented in terms of those grade levels at which the concept should be introduced, developed, and emphasized. None of the concepts is treated in isolation at any grade level. Those introduced in the primary grades, developed in the elementary grades, and emphasized in the junior high grades are as follows:

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.

Those introduced at the elementary grades and developed in the junior high grades are as follows:

8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.

10. Environment and individual potential interact to influence career development.

11. Occupations and life styles are interrelated.

12. Individuals can learn to perform adequately in a variety of occupations.

13. Career development requires a continuous and sequential series of choices.

14. Various groups and institutions influence the nature and structure of work.

Those introduced in grades seven through nine and developed in grades ten through twelve are:

15. Individuals are responsible for their career planning.

16. Job characteristics and individuals must be flexible in a changing society.

It is significant that all of the 16 basic concepts are introduced prior to grade ten.

The CCEM Matrix

The matrix of the CCEM identifies eight themes and provides for the treatment of each one at each grade level. The interrelationships of the many aspects of career development and career education can readily be seen in an examination of this matrix. (3) The themes, each of which is addressed in the programs developed for students of junior high school age, are as follows:

1. Career Awareness.
2. Self Awareness.
3. Appreciations and Attitudes.
4. Decision-Making.
5. Economic Awareness.
6. Skill Awareness, Beginning Competence.
7. Employability Skills.
8. Educational Awareness.

Career Exploration Programs

Concepts, themes, and objectives must be ultimately translated into student-centered experiences. Career exploration programs can meet a unique need at the junior high level. Such programs, properly organized, provide a framework for students to engage in special kinds of activities aimed at meeting career development needs.

It is a generally accepted proposition that the yound people of our country tend to be shielded from the realities of the world of work. A variety of factors causes this to be so, including our advanced technology, the specialization of jobs, and our post-industrial, service-oriented society. Child labor restrictions, designed to protect youth, tend to hinder them in terms of meeting this need. Gaining an insight into jobs and the work which people perform is basic and vital to the career development of our youth and must be provided through career exploration programs.

Career awareness and orientation programs tend to acquaint students with many different jobs and work roles at a basic familiarization level. Discovering the work done by parents is frequently one of the initial steps in that process. Learning about the vast variety of work roles in the community-at-large is an anticipated outcome of the kindergarten through sixth grade emphasis on career awareness and orientation. Career exploration programs must pick up where the awareness and orientation programs leave off.

The discreet distinction and demarkation between awareness or orientation and exploration is more easily made in a discussion of this kind that it is in the conduct of the actual processes themselves. Basically, career exploration programs should acquaint students with the techniques of career exploration, provide them with relevant career information, and facilitate opportunities to gain insight into a number of different jobs or career fields through a study of people on jobs as well as the jobs themselves. Whether this is accomplished under one program heading or another is more of a pedantic than real concern. Career exploration programs can be organized and analyzed in terms of basic and in-depth levels of exploration. Both levels should occur during junior high school years.

Career Exploration Objectives

Objectives of a career exploration program can be grouped into two categories. One addresses itself to the overall thrust of career exploration; the other to the more specific exploration by students of job families or career areas. Both categories of objectives are important to student development and should be accomplished in a program.

In terms of the general thrust of career exploration, a program should:

1. reach all students,
2. occur at several grade levels,
3. actively involve students,
4. include desirable job information suitable for the students' maturation level,
5. move from broad-based explorations to in-depth exploration,

6. provide a variety of real or simulated work experiences made available to all students,

7. provide opportunities for decision-making experiences , and

8. be continuous and articulated throughout the school and community.

In terms of more specific objectives, all students should:

1. examine themselves in relation to occupational requirements,

2. consider the broad range of career opportunities,

3. analyze personal needs and interests,

4. develop tentative career goals, and

5. engage in the planning process required to meet goals.

Career exploration must help students to understand the world of work, to appreciate its opportunities and requirements, and to see themselves in relation to jobs and career fields. This should lead to meaningful career planning. To accomplish the desired ends requires a varied program of activities, both curricular and non-curricular.

Occupational Clusters

The task of relating to the broad spectrum of occupations in the labor market of today and tomorrow is a formidable one. The basic levels of career exploration should present students with an opportunity to learn about the similarities and differences among various career fields and occupations. The interrelatedness of occupations should also be understood. The organization of occupations into clusters aids the exploration process.

Clustering schemes tend to be varied in themselves. Each one, however, groups occupations into categories which have one or more identifiable similarities. (16) Among the many clustering schemes are several which seem to lend themselves particularly well to exploration. The two which seem to be most popular are the people-data-things groupings associated with the Dictionary of Occupational Titles (DOT) and the fifteen clusters developed by the United States Office of Education.

To the extent that young people begin associating with work that tends to emphasize working with people, data, or things, the DOT clusters seem to provide an appropriate vehicle for investigating occupations. In terms of relating to subsequent curricular organization and educational patterns, the fifteen USOE clusters seem to provide a desirable basis for exploration. Whatever clustering scheme is ultimately used in an exploration program, it should be one which covers the total gamut of occupations and which can incorporate present as well as emerging occupations.

The fifteen clusters of the USOE are as follows:

1. Agri-business and Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer and Homemaking-Related
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marketing and Distribution
12. Marine Science
13. Personal Services
14. Public Service
15. Transportation

As part of the basic exploration process, students should develop a general understanding of each cluster. Then, depending upon personal interest and capabilities, students should begin gaining greater insight and knowledge of jobs contained in certain clusters. Students should gain experiential understandings and should begin to internalize their knowledge of those careers. Clusters, for this in-depth purpose, can be subcategorized into families of occupations which have even closer similarities and characteristics. Families which can be considered within the USOE clusters identified as "Marketing and Distribution" and "Business and Office," illustrate the family concept.

Business and Office Cluster:

clerical occupations
secretarial occupations
record systems and control occupations
    accounting occupations
    data processing occupations
administrative occupations
business ownership
management occupations

Marketing and Distribution Cluster:

retail selling occupations
marketing services occupations
sales and services occupations
physical distribution occupations

Organizing A Career Exploration Program

Given the objectives for a career exploration program and the characteristics of the students, how should a program of career exploration be organized? Almost immediately there comes to mind the suggestion that the program be varied in nature and that it be activity centered.

No attempt will be made here to review the vast variety of career exploration programs which are now operational in school systems throughout the land. Many fine and apparently successful programs are being conducted. A characteristic of successful programs appears to be variety; that is, their individual uniquenesses speak to the needs of their clientele and the resources of the schools and communities. Descriptions of these various programs abound in current career education literature. (6, 7, 13, 16, 17, 22, 32)

It does seem appropriate that characteristics which describe an ideal program be presented here. The following are suggested as basic to a career exploration program which would truly accomplish the desired objectives.

(1) All students would explore all occupations through the use of clusters of occupations or some other organizing structure.

(2) Segments of the program would be offered at each grade level.

(3) The program at each grade level would be coordinated within that grade and among all of the grades involved.

(4) All subject areas would contribute to the program.

(5) Counselors and teachers would work in close harmony in the development and offering of such a program.

(6) Special courses in career exploration would be supplemented with activities in other courses and in counseling activities.

(7) Teachers and counselors would be knowledgeable about many areas of work.

(8) Teachers and counselors would be skilled in relating to students in terms of various values and desires different from their own.

(9) Individualization of instruction would be prominent.

(10) A variety of suitable materials, especially designed for career exploration at this level, would be available to both students and teachers.

(11) A variety of persons representing a variety of occupations would become active participants in planning and offering the program.

(12) The presentation of factual and informative materials would be balanced with activities in which students can discover their own interests and abilities and at the same time gain further insight into the occupations.

(13) Counselors, teachers, students, and parents would work in close harmony in the evaluation and upgrading of the program.

(14) The program would provide for an in-depth exploration of a career cluster or occupational family whenever a student is ready for it.

(15) The program would be seen as enhancing and enriching all curriculum areas as well as abetting the counseling process.

In reality, factors may be in operation which mitigate against the establishment of the ideal program. In such cases, the very best kind of program possible within the constraints of the local district should be offered. The need is too great and the outcomes too important for such programs to go unoffered. Constraints which might have to be faced, and hopefully overcome, in a local situation include the following:

(1) Attitudes of counselors and teachers.

(2) Lack of Understanding of the career development needs of youth.

(3) Lack of suitable materials and other resources.

(4) Lack of knowledgeable personnel to conduct the program.

(5) Rigidity in present curricula which stifles innovations.

Alternatives to the ideal program include the possibility of one or more departments or teachers who move ahead on their own. If this should be the case in any school district, efforts to move toward the ideal program should be tried first and should not be disbanded even though such efforts are unsuccessful at first. The Business Education Department or the business teacher, for instance, might carry the message for career exploration to the administrator and/or the counselor. Failure to initiate a total program should not result in nothing being done. An "Exploration of Careers In Business" course might be proposed for a starter. Such a course could be a forerunner to other efforts within the school system, possibly establishing a model for others to follow. Such a course could present a basic approach to exploring careers in office and distributive occupations followed by modules which would permit students to explore in greater depth two or more of the families of occupations identified within the business and distributive clusters. (26)

Career Exploration Activities

A characteristic of any career exploration program should be its provision for student-centered activities. Activities suitable for incorporation into a career exploration program should be both curricular and non-curricular. In describing an exemplary program conducted in New Jersey, Thomas Gambino expresses a belief in a wide variety of settings and techniques for career exploration. (7) Included in the New Jersey program were the following:

1. Career Clubs.

2. Part-time Jobs.

3. Summer Career Exploration Programs.

4. Introduction to Vocations (IV) Programs in a wide range of occupational areas.

5. A "Know Yourself" Career Guidance Unit.

6. A Video Recorder in Career Counseling.

7. Career Resource Centers.

Other activities will come to our minds as we ponder the possibilities. "Day-at-the-job" programs, minicourses providing volunteer and paid short-term work experience, career fairs, career days, business and industry days, and exploratory field trips might be included in our list of activities.

The exploration program must do more than present activities. It must put all of the activities together into a purposeful and unified program. Activities should complement each other and be seen as part of the total program. In isolation, each of the activities should be worthy of merit. United into a planned and coordinated program, however, their individual worth should be enhanced. The value of the total program will be greater than the sum of value of its parts.

Occupational Information

The role of occupational or career information in the total effort to meet identified needs should not be overlooked. It is essential that the information be factual, relevant, and suitable to students of this grade level; and it must be readily available.

Occupational or career information must be seen in its proper perspective: it is a means to an end and not an end itself. (11) Providing information and making it readily accessible to students and teachers, although of great importance, does not in itself constitute the program desired. An organized program can help assure that students will use the information in a meaningful way.

Occupational information might be collected and made available in a number of different ways. A career information center has considerable merit if it is readily accessible and facilitates program activity. A working model of a career information center was developed in Massachusetts. It includes services that lend themselves to career conferences, career television and radio programs, career tape recordings and career filmstrips. (29)

Career corners have been organized in instructional materials centers, libraries, and cafeteria areas of some schools. Although simpler in concept than the more formal career information center, the collection and dissemination of materials is facilitated. Student participation on an informal basis is encouraged.

Both locally-produced materials and commercially-produced materials are appropriate for use. Publications of the United States Government are available in many special career fields as well as in the general field of career exploration. (30, 31) Organizations, such as the National Business Education Association, offer some specially prepared materials in the fields of speciality to which they relate. (1)

Whatever information is used, certain characteristics should be looked for in the materials. The following appear worthy of consideration; they were developed in a workshop by a group of teachers who were studying career exploration programs. Occupational information for career exploration should be:

1. accurate and factual, free from a glamorized oversell approach;
2. current, and identifiable as such;
3. capsulized, with essential information included;
4. written at an appropriate reading level, generally seventh-grade;
5. easily updated, through looseleaf supplements, etc.;
6. based on identifiable and reliable sources;
7. illustrated to enhance and augment the reading process; and
8. presented in an easily-read, inviting format.

A Panorama of Objectives

The basic premise of this paper is that the junior high school years are appropriate for "career exploration plus."

The preceding discussion of career exploration demonstrates the breadth of the subject. Possibilities for program structure and activities seem limited only by the imagination of the organizers and participants.

An illustration of objectives appropriate to grades seven, eight and nine appear in publications developed in the CCEM project. Local guides developed by schools implementing the Wisconsin Guide also illustrate the variety of possibilities for the total program at this level. The following are selected from among that panorama of objectives.

They will help to demonstrate what might be incorporated into the career education program at the junior high educational level: (2, 3)

Objectives Developed in The CCEM Project (3)

Grade Seven, Beginning Competency:

The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

1. The student will use a variety of tools, equipment, and materials needed to perform various tasks.

2. The student will apply his understanding of the various properties of tools, equipment, and materials.

3. The student will refine his understanding of safety as related to tools, equipment, and materials.

4. The student will use complex tools, equipment, and materials in a safe manner.

5. The student will develop the competency or expertise needed to use tools, equipment, and materials.

Grade Seven, Decision Making:

The student will identify and state personal career goals.

1. The student will recognize that having personal goals that involve self, school, occupation, leisure time, education, and organizational membership, requires making decisions.

2. The student will understand that personal characteristics influence decision making and will explore career clusters in relationship to personal goals and decision making.

Grade Eight, Career Awareness:

The student will recognize that his career development includes progression through stages of educational and occupational experiences.

1. The student will recognize career potential variables that influence job change and advancement.

2. The student will define differences in entry requirements for career fields.

The student recognizes how careers become specialized and vary on the basis of the complexity of social values and geographic locations. He recognizes occupational requirements as they relate to functioning in terms of data, people, things and that choice, mobility, and advancement are related to preparation. He understands how differences in life-style are related to personal values and occupational choice.

Grade Eight, Beginning Competency:

The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

1. The student will identify problem-solving situations in a career area.

2. The student will demonstrate his understanding that skills must develop from the simple to the complex.

3. The student will specify resources which will be required in an assigned project and organize sub-task sequence.

Grade Nine, Educational Awareness:

The student becomes aware that learning can apply to his use of time throughout life. He learns that educational preparation for various careers may take different forms. He accepts simulation as a means of learning job skills and examining a tentative job choice.

Grade Nine, Employability Skills:

The student recognizes the difference between entry-level jobs and jobs which have career ladders. He collects and organizes information related to his employability in selected occupational areas and demonstrates skills basic to career placement.

Grade Nine, Career Awareness:

The student will recognize that his career development includes progression through stages of educational and occupational experiences.

1. The student will define the expected performance requirements of specific careers.

2. The student will analyze the entry requirements for selected career areas.

Grade Nine, Employability Skills:

The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

1. The student will develop attitudes consistent with task completion.

2. The student will use social and communication skills appropriate for an employment interview.

3. The student will demonstrate communication, writing, and research skills appropriate for career placement.

Objectives Developed In Implementation of Wisconsin Guide (2, 5)

Grades Seven-Nine, Occupations Exist For A Purpose:

Given a clear definition and introduction to self concept, student will comprehend the idea that one's self concept is very clearly defined through the success of one's activities, especially work, and that success is a personal thing.

Grades Seven-Nine, Work Means Different Things to Different People:

Given an insight and an opportunity to investigate the benefits of work experience programs, the student will comprehend that these programs can have important exploratory values. Given an awareness that value is a relative and multi-faceted concept and transferring this awareness to everyday life situations, the student will identify a variety of values provided by work experience.

Grades Seven-Nine, Occupational Supply and Demand Has an Impact on Career Planning:

Given an occupation, the student will be able to list how government, seasonal work, economic cycles, and changing sex roles will stimulate or retard the occupation.

Grades Seven-Nine, Occupations and Life Styles Are Interrelated:

The student will discover that some individuals are attracted to careers because of observed life styles of certain workers.

Grades Seven-Nine, Individuals Are Responsible for Their Career Planning:

Given the high school curriculum, the student will be able to prepare a high school program according to his area of career interest.

Summary and Conclusion

The transitional years of the junior high educational level provide some unique opportunities to relate to the career development of youth. With a focus on the student as an individual and based on sound career development theory, programs of career exploration can meet a significant need.

Although career exploration is appropriate for emphasis and concentration of effort as a program activity for junior high students, other aspects of career education must also be treated. Career education models suggest input-output relationships and present the total program conceptually.

Career exploration programs must satisfy the need for both basic and indepth exploration. Occupational clusters and career information centers are important considerations in the implementation of desired programs. Decision-making and career planning must be based on factual data.

The need for developing career exploration programs and relating to the career development needs of youth is not a new one. With its new found spotlight in the career education program, career exploration programs should have a bearing on future educational planning. Business and distributive educators have much to offer such programs, both in terms of planning and implementation. Whether accomplished as part of a total program or as a program by itself, the exploration of careers in the business and distribution clusters should be made available to students at the junior high educational level of development.

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